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ABSTRACT

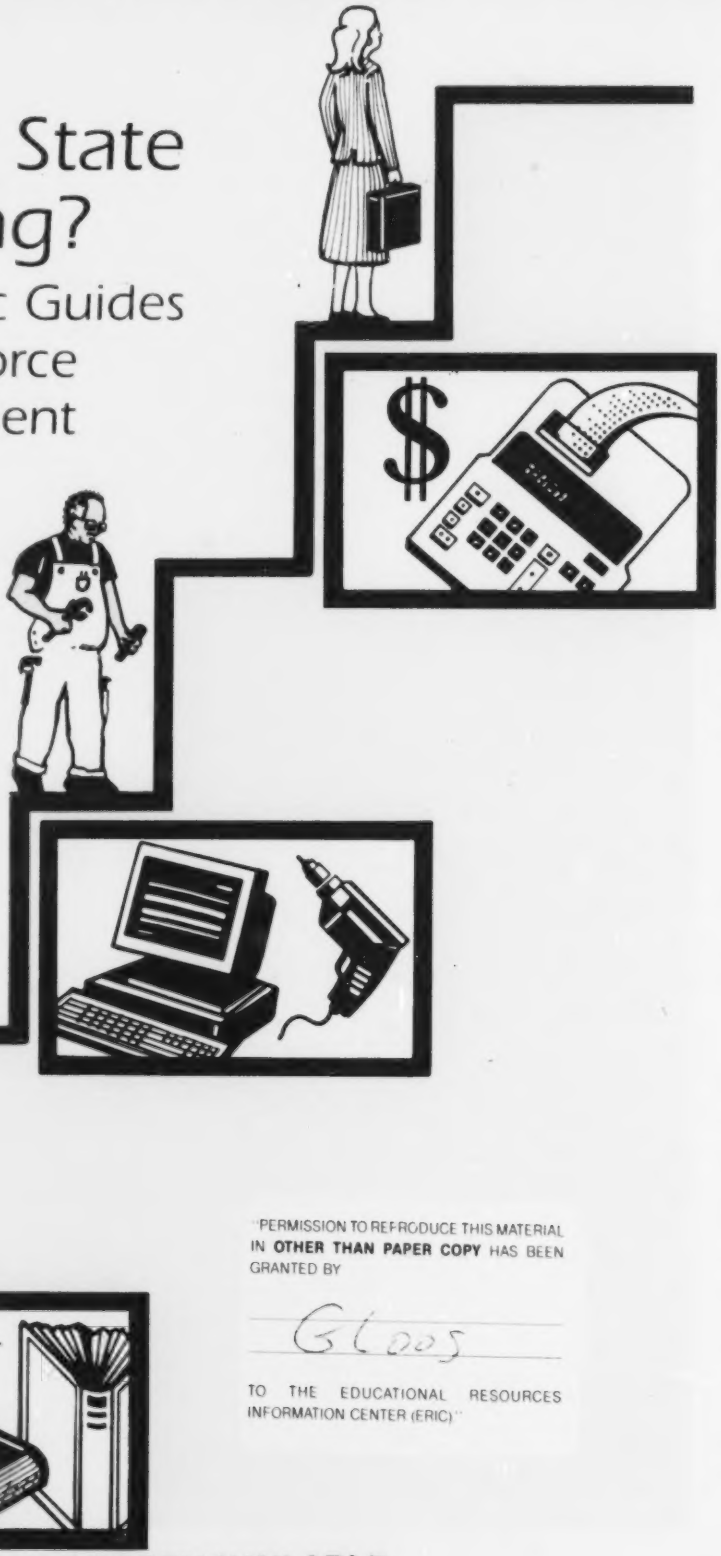
These four diagnostic guides, developed as part of the Investing in People Project in Connecticut, Iowa, Kentucky, Washington, and West Virginia, can be used to help states in assessing their current work force and economic development systems and in building more comprehensive, integrated, and effective strategies for improving the work force. Diagnostic guides 1 and 2 assist a team in collecting and organizing information about its state work force and economic development programs. Guide 1 helps team members examine the following: why they have come together, what forces are pushing for change, what obstacles may need to be overcome, and what initial goals need to be set. Guide 2 leads the team through a complete assessment of the state's existing economic development, education, and job training programs, focusing on the current social, economic, political, and demographic conditions of the state. Using diagnostic guides 3 and 4, the team can develop short- and long-term strategies and identify critical areas of focus. These two guides provide a framework in which state teams can evaluate the quality and impact of the team's work force strategies. Because the government and political environment can change quickly, guides 3 and 4 are designed to allow a team to follow changes in the policy, economic, and social contexts of its state. A framework for evaluation, guide 4 helps the team in the ongoing process of implementing and sustaining change in the state's human investment systems. (KC)

ED 384 757

Investing In People

Is Your State Working?

Diagnostic Guides for Workforce Development



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Is Your State Working?

Diagnostic Guides for Workforce Development

Investing in People Project

A joint project of
National Conference of State Legislatures
and
Jobs for the Future

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January 1995

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Preface and Acknowledgments

These diagnostic guides are a part of the Investing in People (IIP) Project funded by the DeWitt Wallace-Reader's Digest Fund. The fund's overall goal is to help American youth fulfill their educational and career aspirations. The fund's support and commitment to the IIP Project are greatly appreciated.

During this project, the National Conference of State Legislatures (NCSL) and Jobs for the Future (JFF) are helping five states—Connecticut, Iowa, Kentucky, Washington, and West Virginia—devise and implement workforce development strategies to meet the challenge of a competitive global economy. Each state selected teams made up of legislators, legislative staff, business leaders, educators, labor representatives, and other political and civic leaders. These teams have helped to build and implement long-range strategies that coordinate and improve education, workforce training, and economic development systems. The project includes two policy institutes, extensive technical assistance, and several policy reports.

Contributions for the diagnostic guides were received from Jerome Dean, and Michele Lew from Jobs for the Future. A special thanks goes to the IIP team coordinators who served as outside readers of these guides: Allan Green, director of the Connecticut Office of Legislative Research; Jeff Nall, administrator for the Division of Workforce Development at the Iowa Department of Economic Development; Mary Yaeger, legislative analyst with the Kentucky Legislative Research Commission; Ellen O'Brien Saunders, executive director of the Workforce Training and Education Coordinating Board, from Washington; and Will Carter, executive assistant to the governor of West Virginia.

Introduction

To assist a state in assessing its current workforce and economic development systems and in building more comprehensive, integrated, and effective strategies for improving its workforce, the National Conference of State Legislatures (NCSL) and Jobs for the Future (JFF) have developed these four diagnostic guides as part of the Investing in People (IIP) Project. These guides complement the IIP Project team learning process that was used by Connecticut, Iowa, Kentucky, Washington, and West Virginia.

Diagnostic Guides 1 and 2 assist a team in collecting and organizing information about its state workforce and economic development programs. Guide 1 helps the team members examine why they have come together, what forces are pushing for change, what obstacles may need to be overcome, and what initial goals need to be set. Guide 2 leads the team through a complete assessment of the state's existing economic development, education, and job training programs. In this section the team focuses on the current social, economic, political, and demographic conditions of the state. Examining existing state resources and initiatives allows the team to identify the array of public and private investments being made in economic and workforce development and also highlights the state's successes and failures. Given the large numbers of state and federal programs, it is very important to have knowledgeable team members complete these guides. Determining what exists in the state will serve as the basis for deciding where to invest future resources and how to reallocate current resources.

In Diagnostic Guides 3 and 4 the team develops short- and long-term strategies and identifies critical areas of focus. These two guides provide a framework in which state teams can evaluate the quality and impact of the team's workforce strategies. Because the government and political environment can change quickly, Guides 3 and 4 are designed to allow a team to follow changes in the policy, economic, and social contexts of its state. A framework for evaluation, Guide 4 helps the team in the ongoing process of implementing and sustaining change in the state's human investment systems. Guide 4 can help a state shape workforce benchmarks to measure progress toward the goals defined throughout the diagnostic process.

The Investing in People Team Process

The IIP Project was a joint initiative of NCSL and JFF funded by a grant from the DeWitt Wallace-Reader's Digest Fund. IIP emphasizes group process and group learning to help states create state-level workforce development systems. States participating in the project built teams of individuals representing various areas of state government, education, and the private sector. The teams participated in two workforce development policy institutes and used the diagnostic guides in this book to devise and implement workforce strategies. For a description of the process and outcomes in the five pilot states, see *Working Together for a Competitive Workforce: A Handbook for State Policy Teams.*

As more states embark on the process of creating workforce systems, important lessons can be learned from this kind of team approach. The diagnostic guides themselves can be completed as a group exercise. The process of thinking through the questions and planning workforce strategies doubles as a team-building exercise. A key to creating state-level workforce systems is communication and cooperation among all levels of both the public and private sectors. Therefore, beginning the process by building an interagency, multiskilled team gives a state a jump-start in creating the critical connections that can ensure success.

A team should consist of at least 10 members. However, the number of team members will vary among states. A team may want to increase its membership as issues become more complex. As the team continues its work, it also may need to break the team into topical work groups.

Team members may come from state agencies including labor, human services, economic development, and education. Legislative leadership as well as representation from the governor's office can also be critical. Private-sector representatives may come from business, labor, and community-based organizations.

It is important to modify or expand the information gathered from the diagnostic guides according to the needs of the team.

Diagnostic Guide 1:
Documenting the Policy Development Process

Purpose: To establish a base of understanding among team members about the problems, goals, and strategies the state team is committed to exploring. This process helps the team design comprehensive strategies that integrate economic development, education, and job training systems into a workforce development system.

Problems, Goals, Strategies, and Resources

1. What **information** influenced the state's proposed work? Did the team base its strategy on current analyses or on economic and demographic trends?

2. What **processes** led to the current study: meetings among members of the state's team, legislative interim study committees, or public hearings?

3. What other **policy considerations** confront the state? Which issues or challenges will compete with this project for attention and resources?

4. Has **legislation** been proposed over the past two years on human investment issues? If so, what factors contributed to the success or failure of that legislation? If legislation has been enacted, how did the legislature, agencies, governor, and others agree on this issue? What were the barriers to enactment? Have these barriers been overcome? Do new barriers exist that may block the current strategy?

5. What are the likely **impediments,** both short- and long-term, to the change strategy used by this project?

6. What **factors will help** in developing and implementing an improved human investment strategy in this project?

Background Information

1. Which governmental branch leads the workforce and economic development planning process in the state?

2. Which team members strongly advocate integrating human investment, education, and workforce and economic development in the state?

3. Which other groups or organizations may resist the integration of human investment, education, and workforce and economic development?

4. Which constituencies are represented by the team's members?

5. What procedures have been established for members to report to and gain support from the groups they represent?

6. What role will the various constituencies play in implementing and sustaining the new strategy?

Diagnostic Guide 2: Assessing Workforce and Economic Development Programs

Purpose: To focus on the social, economic, political, and demographic conditions of the state. This helps to identify the array of public and private investments the state makes in workforce and economic development and to measure the success of these investments.

Current Economic Conditions

Industrial and Human Resources Profile

1. What are the key industrial sectors (product/services mix)?

2. What is the changing distribution of jobs by industrial sector?

3. What are the geographic locations of industries within the state?

4. What are the fastest growing industrial sectors?

5. What are the fastest declining industrial sectors?

6. How many employers are there in key sectors, by firm size (10 and under, 10-20, 50-100, 100+, or in whatever way the state measures)?

7. What are the "hot" technologies in the state?

8. What is the current labor force participation rate (full- and part-time)?

9. What are the unemployment levels, both current and over the past 10 years?

10. What is the current rate of long-term unemployment (over 13 weeks)?

11. What is the number of persons not in the labor force?

12. What are the changes in migration over the past 10 years?

13. What is the ethnic and racial composition of the state?

Income and Financial Resources Profile

1. What is the total change in personal income over the past five years? (Please note the years for which such data are available.)

2. What is the per capita income?

3. What is the income distribution (by age, sex, race, or according to state parameters)?

4. What are the commercial bank deposits per capita?

5. What is the structure of the state's banking industry (independent, branch, multibank holding companies)?

6. What are the venture capital sources?

Agricultural Profile (if applicable)

1. What is the change in average value of farm real estate?

2. What is the percentage of farmers working off farms?

3. What is the number of farms in the state?

4. What is the average farm size (acres and income)?

5. What is the total market value of farm products for the state?

6. What are the changes in the market value of important crops?

7. What are the farm profitability or financial stress indicators, such as debt/asset ratios, bankruptcies, and foreclosures?

8. What is the dependence on federal farm payments?

Future Trends Profile

1. What foreseeable trends may affect the state's economy?

2. What trends will affect human investment initiatives such as this project?

State Policy Environment

1. What level of bipartisan leadership, support for, and involvement in workforce and economic development issues exists among the executive and legislative branches?

2. What legislation has been proposed over the past two years to link workforce and economic development?

3. What public-private partnerships addressing workforce and economic development issues exist in the state?

4. What strategic planning initiatives for economic and workforce development exist in the state?

5. What alliances have developed to support human investment and workforce and economic development initiatives in the state?

6. What is the state budget for next year?

7. What state-local initiatives in workforce development policy exist in the state?

8. What efforts have been made to gain federal support (financial and policy) for state workforce development policy?

Institutional Base Profile

1. Please include organizational charts that show the interrelationships among governmental branches (including legislative committees or study commissions), state agencies, education and training providers, and business and community groups that play a role in human investment policy and practice. If charts are not available, prepare a quick sketch of the institutions in the state that will relate to the comprehensive strategy the team will develop under this project.

2. Collect information on the state governmental revenues and expenditures per capita.

3. Collect information on the existence of local development agencies, community development corporations (CDCs), or other groups capable of supporting long-term development initiatives.

State Demographics

Information for the following categories will provide a snapshot of the state's current population. Again, please provide the information in the state's customary format.

Population Profile

1. What is the total population of the state?

2. What is the number of new births per year?

3. What is the age distribution?

   Number of persons 0-5 years:

   6-17 years:

   18-22 years:

   23-44 years:

   45-60 years:

   Over 60 years:

Education and Training Profile

1. How many children are in publicly funded early childhood education programs?

2. How many students are in grades K-12?

3. What is the percentage or number of people completing high school? Please show age of graduation of this percentage or number (e.g., xx% graduate by age ____).

4. What is the performance of high school students on standardized tests?

5. How many students drop out of school? Please show percentage or number, or both, if available.

6. How many people are pursuing higher education full time and how many part time?

7. What is the percentage or number of people completing college? Please show age of graduation of this percentage or number.

8. How many people are enrolled in publicly funded education and training programs?

9. What are the literacy rates? Please show age, race, and gender breakdowns.

Income Assistance Profile

1. How many adults and how many children are receiving welfare?

2. How many people are receiving Aid for Dependent Children (AFDC)?

3. How many people are receiving General Assistance?

Investments in Workforce and Economic Development

If the program investments listed here do not match how your state categorizes programs, please list the state investments and briefly explain what each includes. Please complete worksheet A, page 16.

Recommendations of Previous State Reports

To assess the nature and status of various recommendations made in analyses done for the state on workforce and economic development over the past five to 10 years, please complete worksheet B, page 18.

1. Of all the recommendations listed in worksheet B, which has had the most significant impact on policymaking and institutions in the state and why?

2. What have been the main barriers to successfully implementing the recommendations listed in worksheet B?

3. What is the common thread throughout the Implementation Status column in worksheet B?

Worksheet A: Inventory of Public and Private Investments in Workforce and Economic Development

Program Area	Number of Programs	$ Invested a) Federal b) State c) Other	Population a) % Eligible b) % Served	Outcomes (if measured and known)
Prenatal Care				
Early Childhood Education				
K-12 Education				
Vocational Education				
JTPA Programs				
Dislocated Workers				
Adult Education/ GED				

Worksheet A, continued

Program Area	Number of Programs	$ Invested a) Federal b) State c) Other	Population a) % Eligible b) % Served	Outcomes (if measured and known)
Higher Education				
Corrections				
Older Workers				
Economic Development				
Welfare-to-Work Training				
Customized Job Training				
Employment Security				

Worksheet B: Recommendations of Previous State Reports

Report Title		
Date Published		
Commissioned by		
Recommendations		
Implementation Status		
Barriers to Implementation (if known)		

(Make additional copies, if needed)

Diagnostic Guide 3: Developing a Work Plan

Purpose: To articulate a vision of the workforce agenda and to commit to the actions needed to accomplish that vision. The guide also helps the team identify the activities and resources needed to meet its short-term objectives.

Diagnostic Guide 3 assists states in developing an actual work plan. By completing these worksheets, the team will collect the information needed to manage the change process, make resource allocation decisions, and plan activities. The following are suggested steps for developing the team's work plan.

1. Draft a short, one-paragraph vision or mission statement that describes the intended state's workforce development system.

2. List the goals necessary to accomplish this vision. For example, many teams redesigning the state's workforce development system feel that the system must increase public awareness of the issues associated with the mismatch between workforce preparation and industry requirements. Many teams also have determined that economic development priorities must be linked to workforce development initiatives and investments. The following list offers common strategies used to accomplish goals.

3. Complete the worksheets on the following common strategies used to accomplish goals:

   Public awareness campaign
   Business involvement
   Labor involvement
   Involving others
   Establishing a supercouncil or human resource investment council (HRIC)
   Economic development policy initiatives
   School-to-work policy and system development initiatives
   Adult education and training policy initiatives
   Lifelong learning (incumbent worker) policy initiatives
   Legislation
   Local governance body(ies)
   Program integration
   Agency consolidation
   Networking of state workforce development management information systems
   Waivers of federal program requirements
   Establishing accountability/performance measures

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Worksheet Instructions

1. In the **Outcomes** row, identify the specific, measurable impact(s) expected to be achieved in working toward this particular goal. Be sure that the outcomes are quantifiable and can be justified in the context of the overall vision for the system.

2. In the **Activities** row, list the activities or tasks designed to accomplish the outcomes listed in the first row. Be sure each activity relates directly to at least one of the outcomes identified for this component. If it does not, please re-evaluate the benefit of expending limited time and resources on an activity that cannot help achieve the desired results.

3. In the **Responsible Parties** row, identify the person or committee who will manage each activity through completion. Check to be sure that the parties are recognized as having the authority to either carry out the activity directly or lead other organizations in accomplishing the task.

4. In the **Resources Needed** row, identify the funds, personnel, equipment, or organizational assistance required to complete each activity successfully. If the required resources are not available, either consider seeking additional commitment from decision makers or re-evaluate the ability to accomplish the desired results.

5. In the **Time Frame** row, establish a start date and completion date for each activity. Be sure to take into account whether any activities require another task to be completed before they can begin. Also consider whether any activities are driven by an external time frame, such as the state's legislative calendar or a federal planning and funding cycle.

6. Finally, review the activity listed at the top of the worksheet to determine whether the strategy is essential and feasible. The following are some questions to ask in evaluating each activity:

   a. Does this activity relate directly to accomplishing the vision for the system?

   b. When this activity is completed, will at least one of the results listed in the **Outcomes** row be achieved?

   c. Can this activity be completed with the resources available?

   d. Is the level of resources required to accomplish this activity reasonable in terms of the anticipated outcome? In other words, is the investment worth the result?

   e. Can this activity be completed within the time frame established?

If the answer to any of these questions is no, re-evaluate the planned activity to be sure that it is both important enough to use scarce resources and possible to achieve.

Diagnostic Guide 3 Worksheets

The guide helps the team identify the activities and resources needed to meet its short-term objectives. It is a planning tool, and the team should review it at regular intervals throughout the course of its work, making adjustments in activities, staff assignments, and time frames as necessary.

Public Awareness Campaign

Outcomes ♦ Why are you undertaking this strategy?	
Activities ♦ What do you plan to do?	
Responsible Parties ♦ Lead person and committee	
Resources Needed ♦ Money, individuals, organizations, etc.	
Time Frame ♦ Start date/Completion date	

Business Involvement

Outcomes ♦ Why are you undertaking this strategy?	
Activities ♦ What do you plan to do?	
Responsible Parties ♦ Lead person and committee	
Resources Needed ♦ Money, individuals, organizations, etc.	
Time Frame ♦ Start date/Completion date	

Labor Involvement

Outcomes ♦ Why are you undertaking this strategy?	
Activities ♦ What do you plan to do?	
Responsible Parties ♦ Lead person and committee	
Resources Needed ♦ Money, individuals, organizations, etc.	
Time Frame ♦ Start date/Completion date	

Involving Others (please identify)

Outcomes ♦ Why are you undertaking this strategy?	
Activities ♦ What do you plan to do?	
Responsible Parties ♦ Lead person and committee	
Resources Needed ♦ Money, individuals, organizations, etc.	
Time Frame ♦ Start date/Completion date	

Establishing a Supercouncil or Human Resource Investment Council (HRIC)

Outcomes ♦ Why are you undertaking this strategy?	
Activities ♦ What do you plan to do?	
Responsible Parties ♦ Lead person and committee	
Resources Needed ♦ Money, individuals, organizations, etc.	
Time Frame ♦ Start date/Completion date	

Economic Development Policy Initiatives

Outcomes ♦ Why are you undertaking this strategy?	
Activities ♦ What do you plan to do?	
Responsible Parties ♦ Lead person and committee	
Resources Needed ♦ Money, individuals, organizations, etc.	
Time Frame ♦ Start date/Completion date	

School-to-Work Policy and System Development Initiatives

Outcomes ♦ Why are you undertaking this strategy?	
Activities ♦ What do you plan to do?	
Responsible Parties ♦ Lead person and committee	
Resources Needed ♦ Money, individuals, organizations, etc.	
Time Frame ♦ Start date/Completion date	

Adult Education and Training Policy Initiatives

Outcomes ♦ Why are you undertaking this strategy?	
Activities ♦ What do you plan to do?	
Responsible Parties ♦ Lead person and committee	
Resources Needed ♦ Money, individuals, organizations, etc.	
Time Frame ♦ Start date/Completion date	

Lifelong Learning (Incumbent Worker) Policy Initiatives

Outcomes ♦ Why are you undertaking this strategy?	
Activities ♦ What do you plan to do?	
Responsible Parties ♦ Lead person and committee	
Resources Needed ♦ Money, individuals, organizations, etc.	
Time Frame ♦ Start date/Completion date	

Legislation (please define)

Outcomes ♦ Why are you undertaking this strategy?	
Activities ♦ What do you plan to do?	
Responsible Parties ♦ Lead person and committee	
Resources Needed ♦ Money, individuals, organizations, etc.	
Time Frame ♦ Start date/Completion date	

Local Governance Body(ies)

Outcomes ♦ Why are you undertaking this strategy?	
Activities ♦ What do you plan to do?	
Responsible Parties ♦ Lead person and committee	
Resources Needed ♦ Money, individuals, organizations, etc.	
Time Frame ♦ Start date/Completion date	

Program Integration

Outcomes ♦ Why are you undertaking this strategy?	
Activities ♦ What do you plan to do?	
Responsible Parties ♦ Lead person and committee	
Resources Needed ♦ Money, individuals, organizations, etc.	
Time Frame ♦ Start date/Completion date	

Agency Consolidation

Outcomes ♦ Why are you undertaking this strategy?	
Activities ♦ What do you plan to do?	
Responsible Parties ♦ Lead person and committee	
Resources Needed ♦ Money, individuals, organizations, etc.	
Time Frame ♦ Start date/Completion date	

Networking State Workforce Development Management Information Systems

Outcomes • Why are you undertaking this strategy?	
Activities • What do you plan to do?	
Responsible Parties • Lead person and committee	
Resources Needed • Money, individuals, organizations, etc.	
Time Frame • Start date/Completion date	

Waivers of Federal Program Requirements

Outcomes ♦ Why are you undertaking this strategy?	
Activities ♦ What do you plan to do?	
Responsible Parties ♦ Lead person and committee	
Resources Needed ♦ Money, individuals, organizations, etc.	
Time Frame ♦ Start date/Completion date	

Establishing Accountability/Performance Measures

Outcomes ♦ Why are you undertaking this strategy?	
Activities ♦ What do you plan to do?	
Responsible Parties ♦ Lead person and committee	
Resources Needed ♦ Money, individuals, organizations, etc.	
Time Frame ♦ Start date/Completion date	

Diagnostic Guide 4: Evaluating Progress

Purpose: To provide an evaluation framework for conducting an ongoing assessment of the quality and impact of the team's work.

As the team completes Guide 4, it will be moving from planning to implementation. After dedicating a great deal of personal energy and commitment to the team's goals, teams sometimes find it difficult to remain objective; therefore, it is important to establish mechanisms for assessing whether the team's actions continue to make progress in achieving the vision for the state system. The comprehensive system redesign is a complex, evolving process requiring the involvement of many independent actors and organizations. Expanding the team's size dramatically may make it more difficult to give every member an opportunity to be directly involved in the evaluating process.

There are two parts in evaluating a project:

1. A **process evaluation** assesses the progress of the project and determines whether the implementation process is meeting quality standards.

2. An **outcome or impact evaluation** assesses whether activities have resulted in change for individuals or organizations affected by the system.

Diagnostic Guide 4 consists of two sections. Section A presents an example of a framework for process evaluation, and Section B presents an example of a framework for outcome evaluation. It is important to remember that the team must identify evaluation standards or indicators of success that are relevant to the specific project. The following steps are suggested for developing the team's evaluation plan.

Section A of Diagnostic Guide 4 Worksheet

List on the worksheet the indicators used to judge whether the implementation is on track. The indicators should be quantifiable. Suggested success indicators are provided below and on the worksheets.

Sample Indicators

- Each stakeholder community (business, labor, government, public) is represented in the decision-making and policy-setting process.

- Service providers are participating in joint planning activities.

- Activities are meeting the timetables established in the team's work plan in Diagnostic Guide 3. For example:

  Human Resource Investment Council (HRIC) or Supercouncil established.

  Comprehensive case management system established.

  Statewide skills standards certification system established.

  Streamlined intake system established.

  State school-to-work legislation passed.

  State agency consolidation completed.

  Local governance bodies established.

  Federal waivers secured.

  Public awareness of the need for change and the issues associated with workforce preparation has increased.

  Key individuals and organizations in each area of the state have committed resources to implementing system redesign.

1. In the **Mechanism for Measurement** row, identify the means to quantify each success indicator and collect the information. Consider establishing milestones to mark the progress as well as a final goal. For example, for the indicator relating to public awareness, the team could set a goal of increasing public awareness from a current level of 10 percent to levels of 25 percent, 50 percent, 80 percent, and 100 percent over a two-year period. To measure increases, conduct periodic surveys and focus groups. Identified measurable outcomes were laid out under each strategy in the work plan in Diagnostic Guide 3. Because these are most likely appropriate measures for most of the success indicators, only a few additional measures may need to be developed.

2. In the **Responsible Parties** row, identify the organization that will collect and report on the status of each success indicator.

3. In the **Resources Needed** row, identify the funding, equipment, personnel, or systems required to collect and report on the status of each success indicator.

4. In the **Measurement Interval** row, identify the periods of time needed to assess the progress toward achieving the established quality standards.

Section B of Diagnostic Guide 4 Worksheet

Complete the same steps described above for Section A. Some outcome indicators are suggested below.

- An increase in average wages
- A greater number of employers participating in the workforce system
- A greater number of labor organizations participating in the system
- A greater number of individuals (youth and adults) participating in the workforce system
- An increase in employer and employee satisfaction
- An increase in the number of businesses providing incumbent worker training
- An increase in the total number of individuals (youth and adult) who receive skills certificates each year

Diagnostic Guide 4 Worksheets

This guide assists the team in establishing evaluation mechanisms and time frames, which allows the team to do long-term planning. The guide can also be used to measure successes and to make timely adjustments to unsuccessful implementation strategies.

Section A: Process Evaluation

Success Indicators for the Process

	All Stakeholders (Business & Labor) Are Represented	Mission/Vision Evaluation
Mechanism for Measurement		
Responsible Parties		
Resources Needed		
Measurement Interval		

Success Indicators for the Process

	Joint Planning	Completing Work Plan Suggestions (You may want to list work plan.)
Mechanism for Measurement		
Responsible Parties		
Resources Needed		
Measurement Interval		

Success Indicators for the Process

	State Agencies Involved	Long-Term Planning Objectives
Mechanism for Measurement		
Responsible Parties		
Resources Needed		
Measurement Interval		

Success Indicators for the Process

(Write in other indicators)		
Mechanism for Measurement		
Responsible Parties		
Resources Needed		
Measurement Interval		

(Make additional copies, if needed.)

Section B: Outcomes Evaluation

Success Indicators for Outcomes

	Higher Average Wages	Greater Number of Employers/Labor Organizations Participating
Mechanism for Measurement		
Responsible Parties		
Resources Needed		
Measurement Interval		

Success Indicators for Outcomes

	Duplicative Practices Eliminated	HRIC Established
Mechanism for Measurement		
Responsible Parties		
Resources Needed		
Measurement Interval		

Success Indicators for Outcomes

	Public Awareness Campaign	**Involving Others** (please identify)
Mechanism for Measurement		
Responsible Parties		
Resources Needed		
Measurement Interval		

Success Indicators for Outcomes

	Economic Development Policy Initiatives	Improved Customer Satisfaction Indicators
Mechanism for Measurement		
Responsible Parties		
Resources Needed		
Measurement Interval		

Success Indicators for Outcomes

	Streamlined Intake System	Increased Number of Businesses Offering Incumbent Worker Training
Mechanism for Measurement		
Responsible Parties		
Resources Needed		
Measurement Interval		

Success Indicators for Outcomes

	Comprehensive Case Management System	Increased Number of Participants
Mechanism for Measurement		
Responsible Parties		
Resources Needed		
Measurement Interval		

Success Indicators for Outcomes

	School-to-Work Legislation Enacted	Other Legislation Enacted
Mechanism for Measurement		
Responsible Parties		
Resources Needed		
Measurement Interval		

Success Indicators for Outcomes

	Local Governance Body Established	Agencies Consolidated
Mechanism for Measurement		
Responsible Parties		
Resources Needed		
Measurement Interval		

Success Indicators for Outcomes

	Other (please define)
Mechanism for Measurement	
Responsible Parties	
Resources Needed	
Measurement Interval	

Conclusion

These four IIP diagnostic guides are intended to serve as one of many tools used by state teams to assess their current workforce and economic development systems and to develop integrated strategies for improving the workforce. This long-term process can be complicated. These guides provide a framework for state teams to use in evaluating the quality and impact of the team's workforce strategies, which allows the team to work toward comprehensive change.

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